

## **PALMETTO ELEMENTARY**

200 Broad St.  
Mullins, SC 29574

**GRADES** 5-6 Elementary School

**ENROLLMENT** 349 Students

**PRINCIPAL** Fannie L. Mason 843-464-3740

**SUPERINTENDENT** R. Jerry Leviner, Ph.D. 843-464-3700

**BOARD CHAIR** Mr. Samuel McMillan 843-464-3700

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

#### **AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

|                  |             |                |                      |                       |
|------------------|-------------|----------------|----------------------|-----------------------|
| <b>Excellent</b> | <b>Good</b> | <b>Average</b> | <b>Below Average</b> | <b>Unsatisfactory</b> |
| 3                | 9           | 59             | 41                   | 2                     |

#### **IMPROVEMENT RATING:**

#### **UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

#### **NO**

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

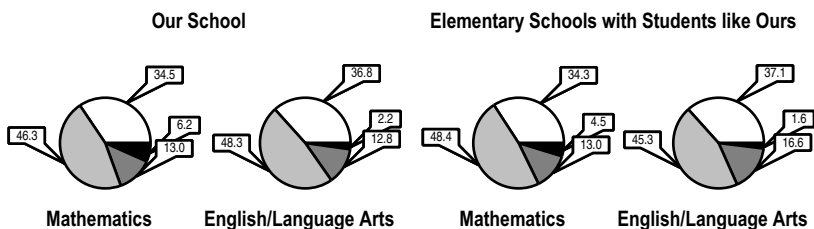
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|      | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Below Average          | Good                      | N/A                             |
| 2002 | Average                | Average                   | N/A                             |
| 2003 | Average                | Unsatisfactory            | No                              |
| 2004 |                        |                           |                                 |

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

**Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

**Proficient**

Well prepared to work at next grade level; met expectations

**Basic**

Met standards; minimally prepared, can go to next grade level

**Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | <b>Teachers</b> | <b>Students</b> | <b>Parents</b> |
|--|-----------------|-----------------|----------------|
| Number of surveys returned                             | 24              | 189             | 74             |
| Percent satisfied with learning environment            | 100.0%          | 78.2%           | 74.0%          |
| Percent satisfied with social and physical environment | 95.8%           | 78.0%           | 56.8%          |
| Percent satisfied with home-school relations           | 69.6%           | 85.9%           | 62.0%          |

**PACT PERFORMANCE BY GROUP**

|                                | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| <b>English/Language Arts</b>   |                                  |          |               |         |              |            |                              |                 |
| All students                   | 346                              | 99.7     | 36.8          | 48.3    | 12.8         | 2.2        | 15.0                         | 17.6            |
| <b>Gender</b>                  |                                  |          |               |         |              |            |                              |                 |
| Male                           | 172                              | 99.4     | 42.0          | 43.9    | 12.1         | 1.9        | 14.0                         | 17.6            |
| Female                         | 174                              | 100.0    | 31.7          | 52.4    | 13.4         | 2.4        | 15.9                         | 17.6            |
| <b>Racial/Ethnic Group</b>     |                                  |          |               |         |              |            |                              |                 |
| White                          | 90                               | 100.0    | 28.4          | 44.4    | 24.7         | 2.5        | 27.2                         | 17.6            |
| African-American               | 253                              | 99.6     | 39.7          | 49.4    | 8.9          | 2.1        | 11.0                         | 17.6            |
| Asian/Pacific Islander         | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Hispanic                       | 3                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| American Indian/Alaskan        | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| <b>Disability Status</b>       |                                  |          |               |         |              |            |                              |                 |
| Not disabled                   | 255                              | 100.0    | 29.2          | 50.8    | 16.9         | 3.0        | 19.9                         | 17.6            |
| Disabled                       | 91                               | 98.9     | 57.6          | 41.2    | 1.2          | N/A        | 1.2                          | 17.6            |
| <b>Migrant Status</b>          |                                  |          |               |         |              |            |                              |                 |
| Migrant                        | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-migrant                    | 346                              | 99.7     | 36.8          | 48.3    | 12.8         | 2.2        | 15.0                         | 17.6            |
| <b>English Proficiency</b>     |                                  |          |               |         |              |            |                              |                 |
| Limited English proficient     | 1                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-limited English proficient | 345                              | 99.7     | 37.1          | 47.6    | 13.0         | 2.2        | 15.2                         | 17.6            |
| <b>Socio-Economic Status</b>   |                                  |          |               |         |              |            |                              |                 |
| Subsidized meals               | 286                              | 99.7     | 39.4          | 50.0    | 9.9          | 0.7        | 10.6                         | 17.6            |
| Full-pay meals                 | 52                               | 100.0    | 21.3          | 38.3    | 29.8         | 10.6       | 40.4                         | 17.6            |

|                                |     |       |      |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| <b>Mathematics</b>             |     |       |      |      |      |      |      |      |
| All students                   | 346 | 100.0 | 34.5 | 46.3 | 13.0 | 6.2  | 19.3 | 15.5 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |      |
| Male                           | 172 | 100.0 | 32.3 | 46.2 | 13.9 | 7.6  | 21.5 | 15.5 |
| Female                         | 174 | 100.0 | 36.6 | 46.3 | 12.2 | 4.9  | 17.1 | 15.5 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |      |
| White                          | 90  | 100.0 | 22.2 | 46.9 | 19.8 | 11.1 | 30.9 | 15.5 |
| African-American               | 253 | 100.0 | 38.7 | 46.2 | 10.5 | 4.6  | 15.1 | 15.5 |
| Asian/Pacific Islander         | N/A | 0.0   | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| Hispanic                       | 3   | 100.0 | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| American Indian/Alaskan        | N/A | 0.0   | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |      |
| Not disabled                   | 255 | 100.0 | 27.5 | 47.5 | 16.5 | 8.5  | 25.0 | 15.5 |
| Disabled                       | 91  | 100.0 | 53.5 | 43.0 | 3.5  | N/A  | 3.5  | 15.5 |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |      |
| Migrant                        | N/A | 0.0   | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| Non-migrant                    | 346 | 100.0 | 34.5 | 46.3 | 13.0 | 6.2  | 19.3 | 15.5 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |      |
| Limited English proficient     | 1   | 100.0 | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| Non-limited English proficient | 345 | 100.0 | 33.9 | 46.5 | 13.3 | 6.3  | 19.6 | 15.5 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |      |
| Subsidized meals               | 286 | 100.0 | 37.8 | 47.3 | 11.3 | 3.6  | 14.9 | 15.5 |
| Full-pay meals                 | 52  | 100.0 | 14.9 | 40.4 | 23.4 | 21.3 | 44.7 | 15.5 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                       |         | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts |         |                                  |          |               |         |              |            |                              |
| 2002                  | Grade 3 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 4 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 5 | 173                              | N/A      | 30.2          | 59.9    | 9.3          | 0.6        | 9.9                          |
|                       | Grade 6 | 169                              | N/A      | 39.1          | 44.1    | 15.5         | 1.2        | 16.8                         |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2003                  | Grade 3 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 4 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 5 | 159                              | 99.4     | 40.7          | 50.0    | 8.0          | 1.3        | 9.3                          |
|                       | Grade 6 | 187                              | 100.0    | 33.3          | 46.8    | 17.0         | 2.9        | 19.9                         |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

| Mathematics |         |     |       |      |      |      |     |      |
|-------------|---------|-----|-------|------|------|------|-----|------|
| 2002        | Grade 3 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 4 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 5 | 173 | N/A   | 30.1 | 49.1 | 12.1 | 8.7 | 20.8 |
|             | Grade 6 | 169 | N/A   | 48.1 | 37.5 | 10.6 | 3.8 | 14.4 |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
| 2003        | Grade 3 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 4 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 5 | 159 | 100.0 | 34.4 | 48.3 | 9.3  | 7.9 | 17.2 |
|             | Grade 6 | 187 | 100.0 | 34.5 | 44.4 | 16.4 | 4.7 | 21.1 |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |

SCHOOL PROFILE

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 349)                                |            |                       |  |                          |
| First graders who attended full-day kindergarten | N/A        | N/A                   | N/A  | N/A                      |
| Retention rate                                   | 0.6%       | Down from 10.3%       | 3.4%                                       | 2.4%                     |
| Attendance rate                                  | 94.7%      | Up from 92.8%         | 95.4%                                      | 95.9%                    |
| Meeting grade 1 and 2 readiness standards        | N/A        | N/A                   | N/A  | N/A                      |
| Eligible for gifted and talented                 | 5.5%       | Up from 4.3%          | 6.1%                                       | 13.2%                    |
| On academic plans                                | N/A        | N/A                   | N/A  | N/A                      |
| On academic probation                            | N/A        | N/A                   | N/A  | N/A                      |
| With disabilities other than speech              | 25.8%      | Up from 22.2%         | 8.4%                                       | 8.0%                     |
| Older than usual for grade                       | 10.3%      | Down from 10.6%       | 2.7%                                       | 1.1%                     |
| Suspended or expelled                            | 0.3%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |

|                                       |          |                     |           |           |
|---------------------------------------|----------|---------------------|-----------|-----------|
| Teachers (n= 24)                      |          |                     |           |           |
| Teachers with advanced degrees        | 16.7%    | No change           | 47.2%     | 50.0%     |
| Continuing contract teachers          | 87.5%    | Down from 91.7%     | 80.0%     | 85.3%     |
| Highly qualified teachers             | N/A      | N/A                 | N/A       | N/A       |
| Teachers returning from previous year | 92.0%    | Up from 88.3%       | 82.3%     | 86.2%     |
| Teacher attendance rate               | 94.8%    | Down from 95.1%     | 94.6%     | 95.3%     |
| Average teacher salary                | \$36,991 | Down 1.4%           | \$39,111  | \$39,909  |
| Prof. development days/teacher        | 6.6 days | Down from 11.8 days | 12.9 days | 11.4 days |

|                                    |           |                   |           |           |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School                             |           |                   |           |           |
| Principal's years at school        | 2.0       | Up from 1.0       | 3.0       | 4.0       |
| Student-teacher ratio              | 24.2 to 1 | Up from 19.9 to 1 | 17.3 to 1 | 18.9 to 1 |
| Prime instructional time           | 88.6%     | Up from 87.3%     | 88.2%     | 89.7%     |
| Dollars spent per pupil*           | \$5,121   | Up 4.4%           | \$6,289   | \$5,892   |
| Percent spent on teacher salaries* | 62.8%     | Down from 63.4%   | 66.1%     | 66.6%     |
| Opportunities in the arts          | Good      | No change         | Good      | Good      |
| Parents attending conferences      | 96.3%     | Down from 100.0%  | 99.0%     | 99.0%     |
| SACS accreditation                 | yes       | N/A               | yes       | yes       |

\* Prior year audited financial data are reported.

|   | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools  | N/A          | N/A   |
| Highly qualified teachers in high poverty schools | N/A          | N/A   |

| Abbreviations for Missing Data |                |            |               |            |              |            |                     |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| <b>N/A</b>                     | Not Applicable | <b>N/C</b> | Not Collected | <b>N/R</b> | Not Reported | <b>I/S</b> | Insufficient Sample |

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Palmetto Elementary is committed to providing quality instructional programs to meet the academic needs of all students. Our current school renewal plan centers on attaining gains in the subjects of Mathematics, Reading/English Language Arts, and Science as measured through the state-required Palmetto Achievement Challenge Test (PACT). We are dedicated to helping each student become a competent, confident, and caring citizen by providing diverse learning experiences in a nurturing environment.

During the 2002-2003 school year, student growth in the core academic subjects has been a primary focus. As we concentrated this year on implementing two new mathematics programs as well as the Cunningham Four-Block Literacy Model schoolwide, we feel that the training, instructional approach, and materials provided by these programs have helped us better address the needs of our students. In addition to these core program changes, we have provided additional technology for teachers in all classrooms and individualized instructional lab studies for every student. Science instruction and activities have been greatly expanded through the use of hands-on science kits in each classroom. Our commitment to having all students reach academic excellence was further enhanced through our after-school enrichment, homework centers, and tutorial programs. Staff development programs through Francis Marion University, the Coastal Rural Systemic Initiative, the South Carolina Educational and Instructional Television, and private consultants have been implemented and continued to provide teachers with the most current instructional strategies available.

Palmetto Elementary is an exceptional school where students are continuously challenged to achieve academic success, develop good character, become lifelong learners and citizens of the global community.

Louis D. Slover II, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.